



To the Student:

After your registration is complete, you may take the Credit by Examination for FRENCH 1B. (If you are taking the print exam, your proctor must be approved.)

WHAT TO BRING

- a sharpened No. 2 pencil
- You must bring a device for recording digital sound media, including microphone (either built-in or external). Your device must have sound-recording software already installed and able to record in **.wav** or **.mp3** format.
 - ◇ For **online CBEs**, the Spoken Assignment must be recorded and uploaded to the Blackboard CBE site *before* you can access the Quiz portion of the exam.
 - ◇ For **print CBEs**, you must also bring a USB flash drive on which to save your recording.

ABOUT THE EXAM

The examination for the second semester of French, Level I, is in two parts:

- **Speaking Section:** 10 speaking questions worth 4 points each = 40 points total (in online CBEs, this is a separate Speaking Assignment).
 - ◇ Instructions for recording the Speaking portion are included on page 4 of this document.
- **Reading and Writing Section** (in online CBEs, this is a separate Quiz):
 - ◇ Multiple choice questions: 26 questions (8-9 from each Unit worth 1 point each) = 26 points total
 - ◇ Short answer questions: 34 questions (10-12 from each Unit worth 1 point each) = 34 points

The exam is based on the Texas Essential Knowledge and Skills (TEKS) for this subject. All TEKS are assessed. The full list of TEKS is included in this document (it is also available online at the [Texas Education Agency website](#)). The TEKS outline specific topics covered in the exam, as well as more general areas of knowledge and levels of critical thinking. Use the TEKS to focus your study in preparation for the exam.

The examination will take place under supervision, and the recommended time limit is three hours. You may not use any notes or books. A percentage score from the examination will be reported to the official at your school.

A list of key concepts is included in this document to focus your studies. It is important to prepare adequately. Since questions are not taken from any one source, you can prepare by reviewing any French 1 textbook.

Good luck on your examination!

FRENCH 1B Key Concepts

Topics covered on this exam for spoken and written conversation:

- Interpersonal communication—speaking and writing:
 - ◇ asking and responding to questions about everyday life;
 - ◇ exchanging personal opinions or preferences;
 - ◇ asking and telling others what they need to, should, or must do;
 - ◇ making requests, offering alternatives, or developing simple plans; and
 - ◇ participating in spoken and written conversations using culturally appropriate expressions, gestures, and style.
- Interpretive communication—reading and listening:
 - ◇ understanding culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
 - ◇ identifying key words and details from fiction and nonfiction texts and audiovisual materials;
 - ◇ inferring the meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
 - ◇ identifying cultural practices from authentic print, digital, audiovisual materials.
- Presentational communication—speaking and writing:
 - ◇ stating and supporting an opinion or preference; and
 - ◇ describing people, objects, and simple situations using a mixture of words, phrases, and simple sentences.

Instructions for Spoken Assignment

The first section of this exam requires that you make a recording of your spoken French.

Orally answer each question clearly and completely (in French). State the question number, the question, and then provide your answer in spoken French.

- **ONLINE CBEs:**

1. **The CBE Spoken Assignment must be recorded and uploaded to the Blackboard CBE site before completing the Quiz portion of the exam.** You will not be able to access the Quiz until your recorded Spoken Assignment is uploaded for grading. Go to the **Blackboard CBE site** for details about the Spoken Assignment.
2. In addition to your recording, type your written answers (in French) into the **Text Submission** box that appears when you click on the **Write Submission** button in the assignment submission section.
3. When both parts of your assignment are ready, click the **Submit** button to submit the assignment for grading.

- **PRINT CBEs:**

1. Details about the Spoken Assignment will be provided on the exam.
2. Record on your own media.
3. In addition to your recording, you will write your answers (in French) on the **written** answer sheet provided at the exam.

In order for you to receive the best possible score on your speech sample, please follow these guidelines:

1. At the beginning of your recording, clearly state your full name and which exam you are recording for—e.g., “My name is John Smith and this is my recording for French 1B CBE, Set A.”
2. For **print CBEs only**, write your name and “FRENCH 1B” on a label and place the label on your flash drive, or on the envelope provided for recording media. **DO NOT** write or state your Social Security number on any part of the exam or recording.
3. Make your speech sample in French; we cannot give credit for translations or oral compositions in English or any other language.
4. Do not use any vulgar or obscene language on your recording; we give no credit when that occurs.
5. Do not whisper, whistle, or whack the microphone; our ears are sensitive.

6. Check the volume and quality of your recording; make sure that it is loud enough to be heard easily and that there is no excessive background noise.
7. Additional audio help is provided in the “Audio Help” section of this document and (for online CBEs) on the CBE home page.

Before recording, check to be sure that your recording equipment functions well and that you have set the volume controls correctly. Be sure that you are close enough to the microphone so that your voice is recorded as clearly as possible. Test and play back a short section to be sure that your speech sample will be easily heard and understood by the examiner. Take a few minutes to look over and think through what you will be recording.

Audio Help

There are many ways to produce audio recordings depending on what resources you have available. Regardless of which software you use, you must save the audio file to your computer or removable media (such as a USB drive). For **online CBEs**, you will then upload the file into your online assignment.

Equipment: There are a variety of inexpensive audio recording devices that have microphones such as headsets, mobile devices, or traditional microphones.

Software: You may use any software that you already have or download free software. The audio file must be:

- MP3 format (e.g. audiofile.mp3)
- 2 MB or less in file size (unless otherwise stated in the assignment)

The following recording/formatting software is available in various platforms:



WINDOWS & LINUX

- [Audacity](#) (freeware; additional free MP3 plug-in download required for Linux users only)
- [Mp3MyMp3 Audio Recorder](#) (Windows freeware)
- Voice Recorder (included with Windows; see [instructions](#))
- [Audio Recorder](#) (Linux; see [instructions](#))



MAC

- [Garage Band](#) (freeware)
- [Audacity](#) (freeware)
- Voice Memos (included with newer Macs and iPads; see [instructions](#))
- QuickTime (included with older Macs, discontinued in 2018; see [instructions](#))



ONLINE

(free; great for Chromebook users; record and download audio file securely)

- [Online Voice Recorder](#)
- Easy Voice Recorder (available in [Google Play](#))
- [Vocaroo](#)
- [Virtual Speech Online Voice Recorder](#)

Software-Specific Instructions

Instructions for Windows Voice Recorder, Mac QuickTime and Voice Memos, and Linux Audio Recorder are linked above. For other software, please refer to your software help files for specific instructions on how to format your audio file.

IMPORTANT: Do not submit Audacity *project* files (extension **.aup**); you must export the files as **MP3** before uploading them into your online assignment for grading.

Texas Essential Knowledge and Skills FRENCH 1 – French, Level I

§114.39. Level I, Novice Mid to Novice High Proficiency (One Credit), Adopted 2014.

Introduction.

(1) The study of world languages is an essential part of education. In the 21st century language classroom, students gain an understanding of two basic aspects of human existence: the nature of communication and the complexity of culture. Students become aware of multiple perspectives and means of expression, which lead to an appreciation of difference and diversity. Further benefits of foreign language study include stronger cognitive development, increased creativity, and divergent thinking. Students who effectively communicate in more than one language, with an appropriate understanding of cultural context, are globally literate and possess the attributes of successful participants in the world community.

(2) Communication is the overarching goal of world language instruction. Students should be provided ample opportunities to engage in conversations, to present information to an audience, and to interpret culturally authentic materials in the language of study. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three modes of communication: interpersonal, interpretive, and presentational.

(A) In the interpersonal mode of communication, students engage in direct oral or written communication with others. Examples of this "two-way" communication include but are not limited to conversing face to face, participating in digital discussions and messaging, and exchanging personal letters.

(B) In the interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this type of "one-way" reading or listening include but are not limited to comprehension of digital texts as well as print, audio, and audiovisual materials.

(C) In the presentational mode of communication, students present orally or in writing information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this "one-to-many" mode of communication include but are not limited to presenting to a group; creating and posting digital content; or writing reports, compositions, or articles for a magazine or newspaper.

(3) The use of age-level appropriate and culturally authentic resources is imperative to support the teaching of the essential knowledge and skills for languages other than English (LOTE). The use of culturally authentic resources in world language study enables students to make connections with other content areas, to compare the language and culture studied with their own, and to participate in local and global communities.

(4) Students recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar, syntax, register, appropriate discourse level, and text type.

(5) Students in Level I are expected to reach a proficiency level of Novice Mid to Novice High, as defined in the ACTFL Proficiency Guidelines 2012 and the ACTFL Performance Descriptors for Language Learners.

(A) Students at the Novice Mid proficiency level express meaning in highly predictable contexts through the use of memorized and recalled words and phrases. They are best able to understand aural cognates, borrowed words, and high-frequency, highly contextualized words and phrases with repetition. Novice Mid students may be difficult to understand by the most sympathetic listeners and readers accustomed to dealing with language learners. Novice Mid students are inconsistently successful when performing Novice-level tasks.

(B) Students at the Novice High proficiency level express meaning in simple, predictable contexts through the use of learned and recombined phrases and short sentences. They are best able to understand sentence-length information within highly contextualized situations and sources. Novice High students may generally be understood by sympathetic listeners and readers accustomed to dealing with language learners. Novice High students are consistently successful when performing Novice-level tasks. Novice High students show evidence of Intermediate Low proficiency but lack consistency.

(C) By the end of Level I, students of logographic languages should perform on a Novice Mid proficiency level for reading and writing. In listening and speaking, students of logographic languages should perform on a Novice Mid to Novice High proficiency level.

(D) Students who have fully or partially acquired the skills required at each proficiency level through home or other immersion experiences are known as heritage speakers. Heritage speakers may be allowed to accelerate based on their ability to demonstrate a proficiency in the Texas essential knowledge and skills for LOTE across all modes of communication at the prescribed proficiency level.

(6) Statements containing the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Knowledge and Skills:

(1) Interpersonal communication: speaking and writing. The student negotiates meaning through the spoken and written exchange of information in rehearsed and unrehearsed situations in a variety of contexts. The student uses a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) ask and respond to questions about everyday life in spoken and written conversation;
- (B) express and exchange personal opinions or preferences in spoken and written conversation;
- (C) ask and tell others what they need to, should, or must do in spoken and written conversation;
- (D) articulate requests, offer alternatives, or develop simple plans in spoken and written conversation;
- (E) participate in spoken conversation using culturally appropriate expressions, register, and gestures; and
- (F) participate in written conversation using culturally appropriate expressions, register, and style.

(2) Interpretive communication: reading and listening. The student comprehends sentence-length information from culturally authentic print, digital, audio, and audiovisual materials as appropriate within highly contextualized situations and sources. The student uses the interpretive mode in communication with appropriate and applicable grammatical structures and processes at the specified proficiency levels. The student is expected to:

- (A) demonstrate an understanding of culturally authentic print, digital, audio, and audiovisual materials in everyday contexts;
- (B) identify key words and details from fiction and nonfiction texts and audio and audiovisual materials;
- (C) infer meaning of unfamiliar words or phrases in highly contextualized texts, audio, and audiovisual materials; and
- (D) identify cultural practices from authentic print, digital, audio, and audiovisual materials.

(3) Presentational communication: speaking and writing. The student presents information orally and in writing using a mixture of words and phrases and some simple sentences with appropriate and applicable grammar structures and processes at the specified proficiency levels. The student is expected to:

- (A) state and support an opinion or preference orally and in writing; and
- (B) describe people, objects, and simple situations orally and in writing using a mixture of words, phrases, and simple sentences.

Source: The provisions of this §114.39 adopted to be effective July 15, 2014, 39 TexReg 5385.